

A Commitment to
Student Success *in*
Language and Literacy



Purpose Statement

The purpose of this document is to engage the Pembina Trails community in a shared commitment to language and literacy learning that is equitable and inclusive and fosters a sense of hope and belonging in all learners. This document provides guidance for student success and a dedication to evidence-based language and literacy practices.

All learners need to feel they belong, and that they can succeed, take responsibility, find their purpose in life and achieve The Good Life/*Mino-pimatisiwin* (*Ininew*)/*Mino Bimaadiziwin* (*Anishinabemowin*)/*honso aynai* (*Dene*)/*tokatakiya wichoni washte* (*Dakota*)/*minopimatitheewin* (*Anisininimowin*)/ ᐃᓇᑦᑐᓯᔪᕐᐱᕐᐸᕐᐳᖅ (*Inuktitut*)/*Miyo-pimatishiwin* (*Michif*).



Mamāhtawisiwin: The Wonder We Are Born With — An Indigenous Education Policy Framework (Manitoba Education and Early Childhood Learning, 2022, p. 30).

In Manitoba, essential elements of learning and teaching are based on the Framework for Learning and the Global Competencies. The competencies are multi-faceted, interdependent, trans-disciplinary, and develop over time throughout one's life.



Literacy

Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us.

Manitoba Education and Early Childhood Learning, 2024

Multiliteracies

Multiliteracies are defined as the use of multiple modes of communication in and across multiple contexts for the purpose of communicating and making sense of information in the world around us. A multiliteracies approach makes use of learners' unique ways of knowing, being and doing, thereby creating an accessible and more inclusive learning environment that supports the development of languages and literacies in all areas of life.

Manitoba Education and Early Childhood Learning, 2024



A Comprehensive Approach to Literacy Instruction

A comprehensive approach to literacy instruction includes, but is not limited to, the components listed below. The frequency and intensity of each component should be responsive to student needs and assessment data.

Listening and Speaking



Teachers plan ample opportunities for classroom conversation. Students use language as a tool for learning and communicating.

Phonological Awareness, Phonics and Word Study

Teachers follow a scope and sequence to guide instruction. Students learn how letters, sounds and words work.



Read Aloud and Literature Discussion



Teachers pair learning goals and meaningful text choices while modelling fluent and phrased reading. Students participate in active conversations as they think about the text, beyond the text and look within the text.

Writing About Reading

Teachers use mentor texts to demonstrate specific literary skills. Students learn to identify and apply text characteristics, conventions and craft to their own writing.



Shared and Performance Reading

Teachers model fluent, phrased and expressive reading. Students develop fluency, explore voice and participate in reading a variety of text formats.

Reading and Writing Groups

Teachers create small groups for explicit literacy skill instruction. Students consolidate learning with guided practice and direct connections between reading and writing.



Independent Reading and Writing

Teachers scaffold learning to foster independence. Students read a variety of genres for enjoyment and for learning. Students compose and write for varying purposes and audiences.

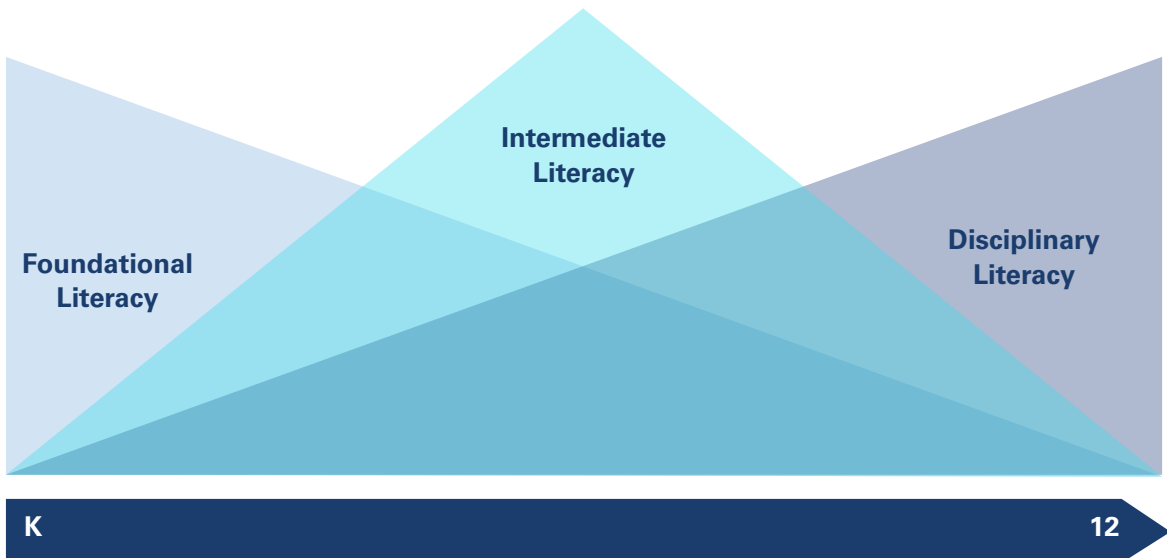


Multi-modal Communication

Teachers provide multiple pathways for learning and communication options. Students make creative design and presentation choices based on audience and purpose. Students learn to think critically about information and sources.



Literacy Focus K-12



Adapted with permission: Disciplinary Literacy Exemplary Processes and Promising Practices, by C.L. Dobbs, J. Ippolito, and M. Charner-Laird, in E. Ortlieb, S. Grote-Garcia, J. Cassidy & E.H. Cheek Jr (eds.), *What's hot in literacy: Exemplar Models of Effective Practice* (Vol. 11, pp. 17-31). Copyright 2020 by Emerald Publishing Limited.10.1108/S2048-0458202011

Foundational Literacy

Foundational Literacy refers to the essential skills needed for academic success and lifelong learning in language and literacy.

This includes explicit and systematic instruction to support fluent reading, writing and language development. Areas of focus include phonological awareness, phonics, decoding and encoding, background knowledge and vocabulary building, concepts about print, sentence construction and comprehension.

Rich learning experiences with meaningful connections to text, self and the world provide a strong beginning for language and literacy learning.

Intermediate Literacy

Intermediate Literacy builds and strengthens foundational literacy skills by teaching increasingly complex skills and by supporting reading and writing fluency which are essential for successful learning across the disciplines.

It includes the deepening of comprehension, text analysis, research skills and word study (meaning, structure and origin) in both print and multi-modal texts.

Disciplinary Literacy

Disciplinary Literacy refers to the ability to read and write complex texts within content areas. The subject-specific knowledge, vocabulary, and thinking processes help students engage and communicate as experts in the field.

A Shared Commitment: Common Areas of Focus

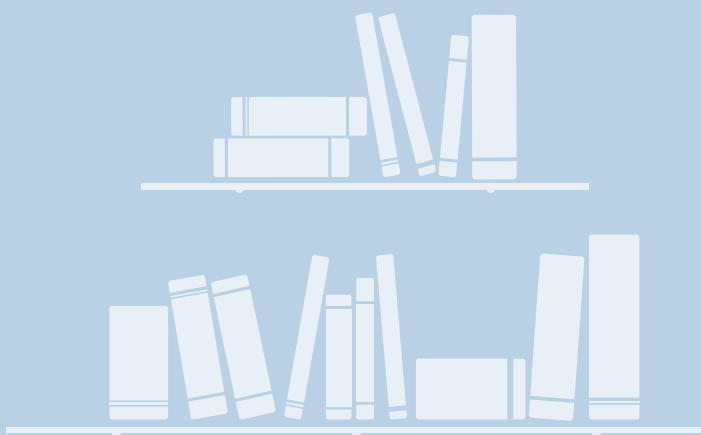
Pembina Trails Senior Leadership

- Ensure a commitment to research-based and evidence-informed language and literacy practices.
- Provide financial support to ensure that teachers have access to professional learning opportunities.
- Review and evaluate whether schools have equitable budgets to provide engaging, diverse texts in various forms and languages.
- Provide resources for language and literacy programming across the grades.
- Ensure data collection is purposeful, consistent, and regularly evaluated to identify areas for improvement.
- Ensure access to language and literacy learning that considers the full diversity of the student population.



School Leaders and Curriculum & Learning Services

- Establish a school culture that celebrates and values student success in language and literacy.
- Endorse and support the implementation of a comprehensive approach to language and literacy instruction in both language programs.
- Promote professional conversations and collaboration time to stay current on research-based and evidence-informed language and literacy practices.
- Provide ongoing professional learning opportunities and resources to support language and literacy development and assessment principles and practices.
- Acknowledge, celebrate and support linguistic diversity and the acquisition of additional languages.
- Develop school-based initiatives to encourage family involvement and learning regarding literacy development, including digital literacy.
- Ensure engaging, inclusive texts reflecting student identity are available in classrooms and school libraries in various formats and languages.
- Use school, divisional, and provincial data to inform areas for growth.



Student Engagement

- Engage students in authentic reading, writing, speaking, listening, viewing and representing experiences providing inquiry-based opportunities that invite student creativity and choice.
- Provide community-building opportunities for students to connect learning to their experiences, strengths, culture and history.
- Support the development of critical thinking, inviting students to question, interpret and respond to texts representative of diverse perspectives
- Provide a range of learning resources and texts to meet the diverse needs of students, including digital and multimodal forms.
- Consider Indigenous world views and identities, including local and global perspectives to foster belonging and purpose.
- Engage students and parents/guardians/caregivers in language and literacy opportunities.



Instructional Practices

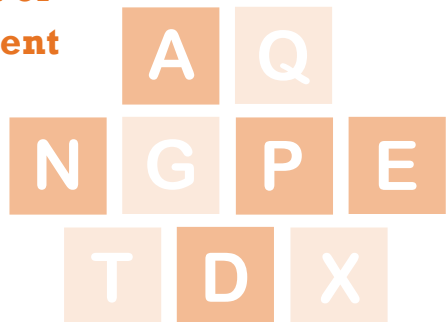
- Identify and clearly communicate learning intentions and success criteria.
- Plan and support the development and strengthening of foundational, intermediate and disciplinary literacy skills through responsive learning experiences.
- Provide explicit instruction in reading, writing and word study, which may include phonics and phonological awareness.
- Facilitate a variety of modelled, shared, guided and independent experiences to move readers and writers to independence.
- Identify students that require additional support and respond with appropriate programming.
- Teach vocabulary, comprehension strategies, critical thinking skills and content area knowledge through disciplinary literacies.
- Work collaboratively with the school team to employ a holistic approach to supporting students.
- Engage in professional learning to strengthen instructional practice that is evidence-based.

Assessment

- Model and use strategies to develop student self-reflection and goal setting through meaningful self-assessment.
- Collect evidence of learning over time from three different sources: observations, conversations, and multi-modal products.
- Provide ongoing quality feedback for learning to students and provide clear communication to parents/guardians/caregivers.
- Complete school, divisional, and provincial assessments and keep accurate records to inform instructional next steps for student success.
- Engage parents/guardians/caregivers in the student's learning goals (academic, social, emotional, and behavioural).

Universal Early Reading Screening

The implementation of an evidence-based early reading screening tool is a key component of a consistent and ongoing assessment process that informs and enhances literacy instruction.



Student Support Teams

- Support classroom teacher in areas of co-teaching, academic support, accessing resources and materials, classroom profiles, transition planning, parent/guardian/caregiver communication, and new student orientation.
- Work collaboratively with the school team to plan and imbed appropriate educational strategies for students requiring Student-Specific Plans.
- Support the completion of school-based, divisional, and provincial, assessments to inform instructional next steps.
- Engage in professional learning and support professional development for school staff.



EAL Teacher

- Support plurilingual learners in developing English proficiency.
- Support the use of languages spoken in the home to promote comprehension and acquisition of language at school.

Literacy Support Teacher

- Facilitate small group and individual interventions in collaboration with the classroom teacher.
- Lead literacy initiatives within the school.



Library Staff

- Develop a dynamic and engaging library learning commons that serves as an accessible, inclusive hub for language and literacy learning.
- Curate a diverse collection of resources that reflect student identities and student interests.
- Ensure a variety of accessible texts are available, including audio, print, visual, digital and multi-modal resources to support content area learning.
- Support literacy across the disciplines by providing text selections that support curricular content.



Teacher Librarian

- Collaborate and co-teach with colleagues to plan opportunities and provide resources for students to engage in authentic inquiries.
- Use existing and emerging information and communication technology to deepen understanding, transform student thinking and develop critical literacy skills.

Library Technician

- Ensure library resources are processed, catalogued, shelved, repaired, and circulated to students and staff.
- Collaborate with the Teacher Librarian on school literacy initiatives such as “I Love to Read Month” and summer reading promotion.



All Divisional Staff

- Support language and literacy development by providing a safe and caring community for students to grow and succeed.
- Acknowledge, celebrate and support linguistic diversity.

Pembina Trails is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Students will be personally and intellectually engaged in learning. They will acquire the knowledge and skills to meet the demands of modern society and become good, productive global citizens.

— *Pembina Trails School Division's Mission, Vision & Values.*



Guiding Documents

Manitoba Education and Early Childhood Learning. (2016). Cadre curriculaire Français. <https://www.edu.gov.mb.ca/k12/cur/french-imm/index.html>

Manitoba Education and Early Childhood Learning. (2020). English language arts curriculum framework. <https://www.edu.gov.mb.ca/k12/cur/ela/index.html>

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Manitoba Education and Early Childhood Learning. (2023). Guiding principles for a comprehensive approach to reading instruction in Manitoba. https://www.edu.gov.mb.ca/k12/cur/docs/guide_principle_approp_read_instr.pdf

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Manitoba Education and Early Childhood Learning. (2022). Manitoba's K to 12 education action plan.

Manitoba Education and Early Childhood Learning. (2022). Standards for appropriate educational programming in Manitoba. https://www.edu.gov.mb.ca/k12/specedu/aep/pdf/standards_for_student_services.pdf

Ontario Human Rights Commission. (2022). Right to read: Executive summary. Government of Ontario.

Documents are available on the Manitoba Education and Early Childhood Learning website at:
<https://www.edu.gov.mb.ca/k12/>